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H. H. AUSTIN

Wellesley College News

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VOL. XXII. WELLESLEY, NOVEMBER 27, 1913. NO. 9.

COLLEGE CALENDAR.

Saturday, November 29, Sophomore Promenade.

Sunday, November 30, Houghton Memorial Chapel, 11.00 A.M., preacher, Rev. Rockwell H. Potter, of Hartford, Conn.

7.00 P.M., Vespers. Speaker: Rev. Rockwell H. Potter.

Monday, December 1, College Hall Chapel, lecture by Mrs. Elisa J. Blattmar, "Art and Art Industries of Japan," with illustrations by Miss Clara Blattmar, Wellesley, 1901.

Tuesday, December 2, College Hall Chapel, 7.30 P.M., Professor Palmer's seventh lecture.

Wednesday, December 3, College Hall Chapel, 7.30 P.M., Christian Association. Address by Rachel Davis, 1915, "I will mock when your fear cometh."

St. Andrew's Church, 7.15 P.M. Leader, Violet Marshall, H. P. E., 1914, "Think on these things."

A CHINESE WELLESLEY CLUB.

Shanghai, China, October 10, 1913.

My dear Miss Pendleton:—

To-day, the second birthday of the Republic of China, has witnessed another epoch-making event. I hasten to send on the good news to you: Six Wellesley girls this afternoon organized the China Wellesley Club. Of these girls, one, Miss Severin, leaves to-morrow for Peking, and Miss Chung leaves soon for Canton. Miss Taft will be here till March, Miss Mayhew for some months still, before visiting other centres of Y. W. C. A. work, and Miss Tsao and I are to be permanently in Shanghai. We have arranged to have Shanghai have the two offices of president and secretary for this year, with "correspondents" reporting from the several "groups" elsewhere in this huge country; and then next year the president and secretary are to be from, say Peking or some other centre. Our secretary will write at once to the girls we know of now in China and have them enrolled as members. There will be between fifteen and twenty of us. Isn't that pretty good for a beginning? Our next meeting is to be a luncheon on October 25. Anna Brown Nipps is to arrive on the 24th and Mrs. Wilson and others are to be in Shanghai at that time. We'll write you more about it later. Miss Tsao, our secretary, is writing home for the model constitution for Wellesley Clubs. We who have been here longest are most glad, I think, that our much-talked-of Wellesley Club is at last a reality.

Loyally ever,

ELSIE SITES RAVEN.

CIRCULO CASTELLANO.

The Circulo Castellano met Monday evening, November 17th, in the Art Building, at the invitation of the Art Department. Miss Avery showed and explained some of the marbles, paintings and embroideries belonging to the Department. Then Miss Bushee and several members of the club gave interesting talks upon Spanish painters and their works.

OPEN VOLUNTEER MEETING.

There will be an open meeting of the Student Volunteer Band in the Shakespeare House, on Sunday afternoon, November 30, at 3.00 P.M. Katharine Duffield will speak on "The Spirit of Modern Missions." Everyone is cordially invited to attend.

PROGRAMME MEETINGS.

The following Programme meetings were held on Saturday evening, November 22nd.

Society Alpha Kappa Chi.

Two scenes were presented from the Medea of Euripides. Gilbert Murray's translation was read. The characters were as follows:

Medea	Madelyn Worth
Nurse	Emma Hunt
Creon	Harriet B. Wright
Jason	Lucretia Traver
Attendant	Anna Margaret Miller
Children	Evelyn Gough, Marion H. Locke

The Shakespeare Society gave two scenes from "A Midsummer-Night's Dream."

Act II, Scene I.

Oberon	Caroline Taylor
Titania	Mabel Havens
Puck	Sarah Shaw
Fairy	Ruth Tuthill
Demetrius	Ruth Hoyt
Helena	Dorothy Bean

Act I, Scene II.

Quince	Dorothea Havens
Snug	Frieda Mueller
Bottom	Esther Parshall
Flute	Helen Hill
Starveling	Helen Crocker
Snout	Bernice Reed

"PILGRIMS OF HOPE."

The great problem of the non-English speaking immigrants was presented by Mr. George W. Tupper, a Y. M. C. A. secretary whose work is with immigrants, at the mid-week meeting of the Christian Association, on November 19. The immigrants come to this country with the highest hopes, desiring especially equality of opportunity. Their ignorance of the language is the great hindrance which denies them this privilege which is open to a man who has even an imperfect knowledge of our tongue.

Since the immigrants do not understand our foreign tongue they naturally huddle together with others who speak their own language, and this group of men, who so easily misunderstand good influences, become quickly suspicious and restless. The extremists in the community stir up these suspicious men so that they become dissatisfied and a menace to the community. The call to the Christian Church is to help the state laws and regulations in teaching English to these immigrants, and it should be quick in its response.

Another hindrance to giving the immigrants opportunity is that they can have no immediate part in the government. The problem of naturalization is a big one, and we should consider our attitude toward it carefully; whether we shall say, "Let them fight their way like pioneers," or "let us give them a helping hand."

The non-English speaking man feels the great confusion all around him which he does not understand. Terrible accidents occur in mills and factories because the workman has not understood directions. And with the loss of a man's hands his money earning power is gone, and a family becomes destitute.

The immigrants are contributing immensely to us by their industry and skill. We should teach them to become in all ways good citizens. As matters now stand the returning immigrant is carrying back with him the worst things in American civilization. The quickest and best way of solving the problem is to teach the immigrant our language and with it a right conception of our government.

MUSICAL VESPERS, NOVEMBER 23.

Choir pieces:

Forever With the Lord,	Gounod
O God, Thy Goodness,	Beethoven

Organ pieces:

Offertory in D flat,	Beethoven
Grand choeur symphonique, Monologue	Purcell J. Mansfield

A CORRECTION.

Due to a mistake of the printers the $950 earned by the Students' Building Fair was given as $9.50. We apologize.

PROFESSOR PALMER'S LECTURE.

The influence of the classic school of poetry lasted for about a century; after that poetry entered upon a new epoch, marked by romantic, rather than classic ideas. The poets of this school, instead of dwelling on the peculiarities of men and women, treated of nature and out-door life. In nature the romanticists sought to find a reflex of themselves; in this search they naturally found much that they could not understand. By the poets of the classic school this unknown element was dreaded; by the romanticists it was loved. Wonder was the very foundation of their theory; we are but a drop in the infinite whole, they thought, and can only dimly feel our connection with it. Instead of being disheartened by such an idea, they were filled with a new enthusiasm, which had, perhaps, been prepared for by the Wesleyan movement which had swept over the land, filling men with religious ardor. As is often the case with enthusiastic natures, these poets felt that instinct was, for them, a more trustworthy guide than reason; that the popular judgment should be accepted rather than the cool estimate of the scholar. With the idea of the all-encompassing power of God, came the thought that God is imaged in His creation, is meeting us in every instinct of our being.

Of the type of poetry represented by these characteristics, Wordsworth was the prophet. He did not invent this type, but he discerned the signs of the times more clearly than his contemporaries, and was able to give them noble expression. The surroundings of his early life were well fitted to prepare him for his future work. Brought up in the beautiful lake country, and living among simple country folk, he developed a close sympathy with nature, and a strong interest in his fellow man. In his poems, Wordsworth does not simply describe nature and man; he has a gospel to preach, and that gospel is that we cannot gain joy through laws, or wealth, or modern inventions, or even from the Infinite; it is to be found in the training of all our fundamental instincts, so far as they bind us to God. He takes up the scenes of the most ordinary life, and shows how they are shot through by his profoundest hopes, his greatest aspirations.

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THE DELECTABLE INCIDENT OF POLLY THE PEACOCK.

It was at that pleasant season of the year when Vacation is in the air and hearts are lusty with anticipation. That fitting preparation might be made for this most joyous season, it was deemed wise that all past offences be heard and wiped out. The High-Court of Non-Owlistic Interests therefore appointed a day wherein all complaints should be heard. Now of all the grievances which were recounted that day we have not time to speak, but one especially was made against that disorderly and frivolous bird, Polly the Peacock.

First came the Pheasant, who said: "Most Dread Court, I would make complaint of Polly the Peacock's behaviour in chapel. For she constantly flutters and chatters and ruffles her plumage so loudly that none can understand the words of the service. And when Chanticleer and his choristers attempted to sing for us, she ruffled so loudly that the song was completely spoiled. Moreover, not content with making a disturbance herself, she incited all those who accompanied her to similar actions. There was then such a chattering and fluttering, I was almost distracted."

Then the Crab said, sourly: "You do well to complain, Pheasant. You were an usher, and since Polly the Peacock was so discourteous, why did you not request her to leave?"

"Alas," sighed the Pheasant, "I feared a greater disturbance when her friends were with her. Her cousin, the Parrot, sat near, and did whatever Polly did, thinking it clever."

"Well," said the Parrot sulkily, "I was no worse than she was. We all felt like ruffling; we just couldn't help it. The Rabbits were snickering, too."

"Most High Court," pleaded the Pheasant, "I appeal for justice. The Parrot and the Rabbits are also guilty, yet the chief offender is Polly the Peacock."

The Owls all put on their spectacles, and asked counsel of Tibert the Cat, who had studied law. She was busy with a huge ball of red tape, much of which had come unwound. The Pheasant at once started to help her wind it, but finding it full of (k)nots, they both grew discouraged.

Finally, the Chief Owl arose and said, "It seems that without more facts we can do nothing. Moreover, this is not a place for Owlistic jurisdiction. If every Pheasant would use her influence, Polly the Peacock would soon feel ashamed of herself."

At this, all the animals cheered loudly, and the next case was summoned.

POSSIBLE DONORS—AND OURSELVES.

Last week in chapel President Pendleton outlined to us the plans for raising, before June 30, 1915, a million-dollar endowment, with science building, a students' building and new dormitories as side issues. "The best way for you undergraduates to help " (We sank back in discouragement. More fairs? More pledges? Infinite canvassing and penny-hoarding?) "—is to make Wellesley a college worthy of donations."

We sat up. We have been sitting up ever since. A college worthy of donations? But are we not one of the first six? Haven't we as high a standard as any? We have; but our academic standard is not of our undergradnate making. Miss Pendleton referred to something that was. What is it? The tone of the College? We need not stop here to define the "tone" of the College. Our Free Press and Editorial columns are full of its details every week. Chapel attendance, noise, newspaper reading, office-holding, academic and non-academic interests—attitude, attitude, attitude—until the word is worn to insignificance. We realize the importance of these and many other elements in our community life. How would they affect a practical business man?

Practical business men are willing to make good investments. They want to see results, either of their own or similar capital. In this utilitarian age the results must be something more than blue-tied sheepskins and B.A.'s; something more, too, than a vague and general knowledge of a great many things. The whole question is, as we hear so often, not "What do you know?" but "What can you do?"

Our Possible Donor looks about for a way to invest a stray hundred thousand dollars. An appeal comes in from Wellesley College. He had been thinking of an institution—rather favoring a technical school, in fact. However, why not Wellesley College? He collects evidence, from magazine articles, from hearsay, from a visit to the College,—but, most of all, from that niece who graduated last year. In answer to the question "What can the College graduate do?" the Magazine articles say: "She can think clearly; she can concentrate; she can express herself well; she can adapt herself to circumstances." Well, those results are worth an investment. Hearsay denies one and another of them from specific instances. The trip to the College is bewildering. Oh, the ideal is there all right. How does it work? He returns to the niece. He has known her since childhood. His brother spent a lot of money on her education. What difference has it made in her? Is she logical and level-headed? Is she strong and self-controlled? Is she coherent? Is she business-like? Is she efficient?

If you were the niece, fellow reader of the NEWS, would that check be made "payable to Wellesley College?" Or would it be diverted to the technical school, and the uselessness of a college education remain forever after the Donor's pet hobby?

We have tried many methods of raising money. Here is a new one, suggested by one who knows the ways and arguments of Possible Donors. If it is going to pay for us to save our minutes with our pennies; polish manners as well as shoes and price our activities as carefully as our Fair articles; in other words, if it is going to pay for us to train ourselves in plain business efficiency in our every-day work, go to! Let us do it! Someone deemed our immediate predecessors worthy of a library, a gymnasium and a quadrangle. They have trusted us, so far, with four thousand dollars. Why can't we make ourselves worth a Students' building, a science building, Freshmen dormitories and the whole Million-Dollar Endowment?

MRS. PANKHURST.

Some of us who heard Mrs. Pankhurst in Tremont Temple, not long ago, brought to her lecture a decidedly unsympathetic point of view. While we believed firmly in the cause of suffrage, we had serious doubts as to the morality and necessity of the movement in England. I hope that we did not doubt its sincerity; if we did, we were soon bitterly ashamed of that doubt. We were ashamed of all our hasty conclusions, our credulous acceptance of prejudiced reports, our ignorant, unthoughtful criticism, our carelessness, our lack of imagination. We had heard of the "hunger-strikes," but how many of us had ever tried to feel what it was, and what was the heroism which could keep it up? We could laugh at the term, and at "forcible feeding," because to us they meant no more than terms. We cannot laugh at them any more. We can feel nothing less than the most boundless admiration, the most moving sympathy for the little groups of inexperienced, unknown women who, for no fame and no reward, daily give their utmost.

Selflessness the world must prize; it is ever the test and confirmation of sincerity. It is the selfless character of these people which impresses us. It was, moreover, the fine selflessness with which Mrs. Pankhurst gave to them, and not to the leaders, the praise that brought us insight into her own personality. There was no trace in her of that vindictiveness, that ungraciousness which is too often the mark of self in smaller though scarcely less devoted natures. Self, with its bitterness, its obstructions, was utterly refined waway, leaving in her a free and great simplicity.

"If you do nothing and you challenge nothing, you are not criticized," said Mrs. Pankhurst. We, who in comparison to these women, have done nothing, challenged nothing for the cause which is also our cause, have dared to set up our shallow, unconsidered censorship. We have condemned their methods and them; and ourselves stand condemned of indifference, faintheartedness, neglect. We who can scarcely exert ourselves to go to hear a speaker, disparage people whose courageous logic drives them to give up everything for an idea. Can we not at least accord them the justice of intelligent consideration?

THE COLLEGE SETTLEMENT ASSOCIATION.

The College Settlements Association met at 7.30, P.M., on Monday, November 24. Mary Louise Ferguson, 1916, was elected Freshman member of the board. Miss Marie Spahr, 1909, who is working at Dennison House, traced the history of settlement work and especially college settlements. Miss Hughes and Miss Scudder spoke on the opportunities open to the Wellesley Chapter for work. Miss Scudder particularly emphasized the help we can give by our intelligent enthusiasm. In order to help make our interest intelligent, there is going to be a reserve shelf in the library for books relating to settlement work and phases of modern sociology.

Let this fact stick in your memory, and sometime look up that shelf. You may find yourself seized with unexpected enthusiasm for something you had heretofore regarded with polite indifference. Settlement work is such a big, wonderful work—don't miss the opportunity to at least know something about it!

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AN ON THE WAY PHILOSOPHY.

"Use your legs and save your brains," counselled Big Brother, as he watched his young sister start down town for the third time on a single morning. And why not? To that rationalistic individual doubtless three separate trips to the "center" for three small errands seemed most absurd. But who shall say that the ultimate truth is always reached by reason? Why not consider the emotional side of this question? Had Big Brother never known the joy of discovering that there was still something to finish, still something to occupy time, before the hard work of the day could be begun? Three whole trips down town, with nothing to do all the way there and all the way back but to daydream! What genuine lover of an easy existence would prefer to have only one of them? Why, when little sister finally returned she would have to dust the parlor, and sew hooks and eyes on a new dress, and overcast some seams. Can anyone be so lacking in true human feeling as to believe that it would be better for her to begin working at once and let the errand wait until another turned up that could be done at the same time? If such a one there is, to her is now my mission—that of showing forth the undreamed-of advantages in the Lebensphilosophie of being always on the way.

In the first place, such a philosophy obviates the necessity of planning anything. Who does not hate the sight of those silly little note-books, or calendar pads, on which girls record their engagements? And if you have one, and carefully keep it up-to-date by spending half an hour every evening writing up things to do on the next day, what a bother to have to refer to it every five minutes as the time for each duty approaches for fear something will be forgotten! Now an "on the way" philosopher dispenses with all such aids to the memory. She (for I fancy it is most often a she) begins the day by doing first the thing that she likes best. The reason for this is that, should there not be time enough for all, it would be foolish to complete only the disagreeable tasks and leave the pleasant undone. So she goes through the whole day, beginning in the order of her own preference.

Now this often results in what seems to the casual observer a somewhat illogical order. For instance, a girl may go twice to the library in the course of an afternoon instead of doing two things while she is there the first time. But it is only to the unsympathetic that this appears to be a defect in the system. For by going twice she gains time, precious, non-transferable time, for herself alone, not to be shared with her work. Nobody can rob her of this. Nobody can say, do this or that for me now, for she is not at leisure. She is merely engaged in the legitimate course of changing her occupation.

And, indeed, she is never at leisure. That is one of the great beauties of an on the way philosophy. For choices become the easiest thing in the world. If a girl once "bites off more than she can chaw," as of course she ought to, to be always on the way, then she will never have time for uncongenial tasks, but she can always agree to do (in addition to her regular program) whatever is pleasant, and let it take precedence over other things. Could anything be more simple? No tiresome calculations, no haggling over petty moral values,—nothing is necessary but a swift emotional sensitiveness to the immediately unpleasant. Who does not long thus to be spared the pains of taking thought, in this hopeless competition of brains?

A word must be said about those few necessary things without which it would be impossible for us to maintain our places in society. In every individual group there are requirements of one sort or another. In college, one must be of diploma grade at least, and it is extremely advisable to profess a moderate enthusiasm (sincere or otherwise) for some of the phases of college life. The latter requirement is easily fulfilled. One has only to grow frequently eloquent on the subject of class and college spirit, and to present an occasional and ostentatious appearance at some public event, cheering loudly, where, if one's presence is remarked upon with a question, one should answer, "Well, I just had to take time for this." The first requirement, however,—the academic—is more formidable, because, being on the whole the least appealing of all one's college occupations (since it involves brain work), it must always be left until the more attractive things are done. This will generally result in its being done at the eleventh hour, and in a great hurry. As a result of considerable experience, the writer has been able to formulate a few general principles of eleventh-hour working, which she is only too glad to pass on.

General Principles:

1. Notify all your friends before beginning so that they may be ready to sympathize and to assist if necessary.

2. Indulge in a slight spree, regulated according to your temperament, with the object of working yourself up to the proper emotional pitch.

3. In the presence of other girls affect extreme ignorance and remark often that you are "petrified." Do not, however, be that.

4. Begin the work at any time after the rest of the house is in bed on the night before it is due, arranging it so that you cannot possibly finish before the exact time that it is due, and then only by a phenomenal effort.

5. In case the work is not done on time, decide immediately whether you will (a) hand it in as it is, with tearful and dramatic apologies to the instructor, or (b) keep it until it is finished and exercise all your ingenuity in getting an excuse. Both methods have their advantages.

This plan of pursuing academic duties has two marked results: it produces a very extraordinary quality of work; and it affords the excitement without which some of us would find life unbearable. Nothing that I know of has quite the same stimulating thrill as a race of brains against time. It is more fun than playing in a ball game. It is like one of those great moments for which all youth longs, when we are confronted by unheard-of situations and the knowledge that "It's up to us." Is not the eleventh-hour habit excellent training for "the game?" She who can think clearly and rapidly under pressure ought surely to be well prepared for meeting life's exigencies with prompt decision.

So, on the whole, our on the way philosophy works out pretty well. Its devotees are always busy, but rarely doing anything unpleasant. If fortune is with them and they occasionally do something really well, then they are thought brilliant. If not, they pass as people of great possibilities, but unfortunate temperamental drawbacks—a

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victims of the "artistic" temperament, or something of the kind. Always they are desirable citizens because they work hard. And for this reason, too, they can maintain their own respect for themselves, for they go to bed tired at night, with a conscience that speaks up cheerfully, "I've done as many things as I had time for to-day, let the rest take care of themselves," and forthwith drops into a healthy sleep. Such, O sober man of reason, are the joys of being always on the way.

EDITH A. AYERS, 1914.

FREE PRESS.

LIBRARY ETIQUETTE.

The best opening to a conversation in the library is to ask somebody about an assignment. "Just what chapters did she tell us to read?" or, "How far in this book were we supposed to go?" A conversation begun in this way leads to an unexpectedly good development, and soon you will be discussing anything from the latest quiz to what you're going to wear to the party. The only really necessary condition to making the conversation successful is that the question must come from someone who has been in class and heard as much,—or at least had a chance to hear as much,—as the girl whom she asks.

Another bit of etiquette that must not be neglected by the visitor to the library is that she must let everyone of her friends know that she is there too. She may tap them on the shoulder, push their notebooks aside—anything to make them stop whatever they are doing, and notice that she is honoring the library with her presence.

1915.

THE MIDNIGHT OIL.

How many of us, on the night before a long paper was due, have not sat up into the cold, still hours, marvelling at our own fortitude, and copying and copying, scratching and scratching, until brain and hand were both numbed? And the next morning, pale and listless we present ourselves, with an air of forced sprightliness intended to deceive no one; we receive expressions of sympathy from admiring friends for our devotion to the merciless demands of the "academic;" and, oh, how crestfallen we feel when the girl next behind lowers our record by a full half hour!

We haven't any right to such complacency. In sitting up until all hours to finish a paper we are displaying, instead of admirable scholastic zeal, a rather regretable lack of foresight. Waiving the question of health, it does seem to me that these post-midnight literary orgies reflect on a girl's ability to systematize her work, as well as to recognize the self-evident fact that a paper finished under pressure at 4 A.M., cannot possible be so creditable as one done sensibly during the work-a-day hours.

1916.

CORKSCREWS.

The College learns with regret that 1916 have forfeited their Sophomore play as a result of their failure to assure themselves that the date for Math. Burial was approved. To an impartial observer this sacrifice is an atonement for an offence for which not all blame can attach to the Sophomores. Admittedly 1916 should have made sure that their date was satisfactory to the Committee on Non-Academic Interests; but if it is to devolve upon the students to trail the said committee, and extort from them their decisions concerning November dates, why in the name of common sense go through the formality of submitting plans for November meetings? Why apply for permissions that are granted a week after they are needed? What is the point of asking if we may meet or bury or burn last week? On Saturday, November 16, the Club for the Study of Socialism received permission to meet on Monday, November 10! The canny president of the Debating Club, after waiting vainly for the sanction of the committee, found herself in the position of Lewis Carroll's hero who "took a corkscrew from the shelf, and went to wake them up himself." 1916, alas, did not make use of a corkscrew. Apparently corkscrews are to be recommended.

E. R. H., 1914.

FOR ENGLISH SHARKS—AND OTHERS.

All Wellesley girls have to take some English. A few elect more. And of these a few use directly in their later work what they learned in their college English courses. But for the most part graduates do not write or teach English for a living. What, then—aside from the intangible "cultural" value of the study of composition and criticism—what direct and practical service does such study give to the majority?

I believe that its greatest good lies (if it is rightly taught and intelligently reacted on) in its development of the power of thinking in an orderly way and expressing oneself clearly and logically. It is possible that there is too little emphasis put on this aspect of composition courses: that those other two familiar gods, Force and Elegance, are praised more constantly than is Clearness. But this is certain: too many college girls go out without ever having learned how to think without confusion clearly (as Dr. Van Dyke rather redundantly puts it) or how to tell a thing straight.

This, after all, is much more important than either Force or Elegance in every-day pursuits. Not all of us go in for literature, but some time or other we all have to explain difficult situations, or write business letters, or send a note to Teacher about Small Son's absence. These are common demands on our powers of expression, and so many of us are bunglers at them just because we have only a vague feeling for organizing our ideas, and a rather disorderly vocabulary with which to pass them on to other people.

When first I read Aristotle's rule that everything has a beginning, a middle and an end, I thought it was extraordinarily foolish. Anybody could see that. But in the ten years since, I have acquired a great respect for the man who saw how really important it was to insist on that principle, for after twenty-five hundred years people need to be told it just as insistently as ever. They haven't yet learned that to be effective you must not put the middle of a thing before its beginning, or the beginning after the end. Order is Aristotle's first law as well as Heaven's—he knew that whether you write a tragedy or tell a funny story or describe a Corliss engine or define her duties to the new nursemaid, you must start at the logical beginning, include the necessary middle and make it lead up to an inevitable end.

Last summer I listened to a story told by one of the most scholarly women I have met, a graduate student in a distinguished college for women, taking her highest degree in Greek and Latin, and the head of a girls' school. She related an incident of the previous college year, something about a Freshman who quite unconsciously cribbed all her papers from her reference books, and whose case eventually came up before the Faculty when the thing was discovered through the printing of one paper in the college magazine. A simple enough narrative, and

(Continued on page 6.)

LOST—A Ward and Wright tennis racquet in a dark plaid case. Last seen on the night of forensic burning. Any clue gratefully received by its owner. MARY PAINE, 1915.

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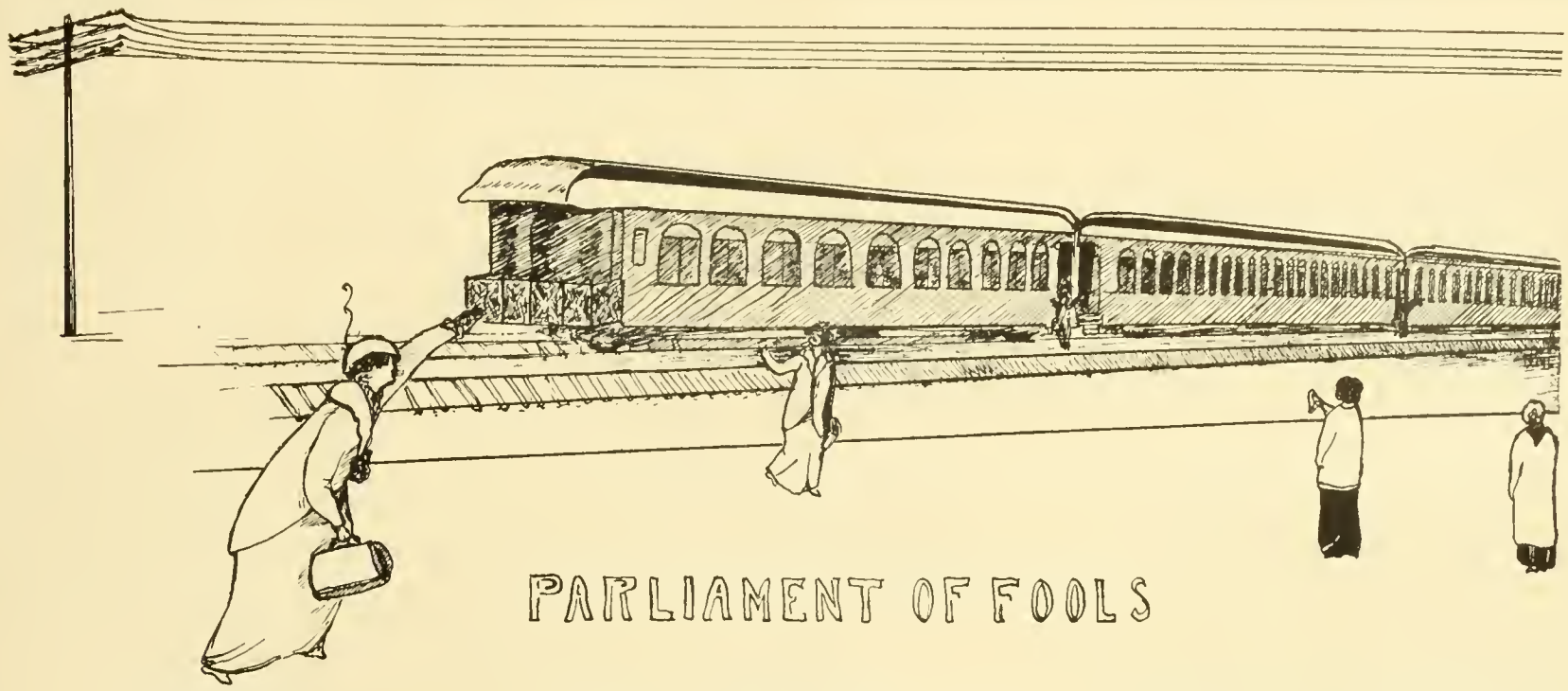

THANKSGIVING.

Golden Text: "Eat ye that which is good and let your soul delight itself in fatness."

THE LESSON.

Thanksgiving being just past, we know that you will be thinking of the mistakes you have made and will welcome advice. We therefore print the following suggestions.

How to make the table conversation interesting:

1. Talk about where you were last year. This always starts a flood of reminiscences.

2. Wonder aloud what the folks at home are doing. This introduces a friendly family spirit.

How best to live up to the Golden Text:

1. Choose, after a brief but discriminating scrutiny, the things which you like best and eat rapidly to avoid the semblance of a large appetite. Or if you have histrionic ability, simulate homesickness and follow the example of the weeping Walrus, i. e., eat behind your handkerchief.

2. When you can still chew but can no longer swallow, arise and run rapidly up and down stairs. You will soon find the situation relieved.

How to "delight in fatness:"

1. Avoid all scales, patent weighing machines and tape measures and remark frequently that you have been losing weight.

2. Use a swaddling sash to conceal the discrepancy between the hook and the eye on your skirt binding.

How to utilize your leisure away from the dinner table:

1. Never try to study. You have earned a rest.
2. Don't go to walk. You are too tired.
3. Don't write home. It will make you blue.
4. Don't call on your friends. It will make them blue.
5. Don't read trash. We suggest instead, to the five-foot book shelf that the NEWS has filled. The following books are especially recommended:

"The Hash Thou Gavest Me."
"Is it Enough?"
"The Taste of Apples."
"Swallows."
"The Custom of the Country."
"The Great Adventure."

ALICE IN THANKSGIVING LAND.

"Pudding—Alice; Alice—Pudding. Waiter, remove the Pudding." And the Pudding went to join the Turkey who had departed some time earlier.

"Oh my sweet suet!" she sibilantly sighed, "my fruit is all of a flutter! That Alice tried to slice me. These girls are so fatuously absorbed in food."

"You mean rather that the girls fatteningly absorb food," temporized the Turkey who is something of a pedant, as you will understand if you observe the precise formality with which he handles his feet.

"It's very much the same thing," said the Pudding. "In the words of the palmist, "Don't split hairs."

"You mean the psalmist," rebuked the Turkey.

"Well, I don't want to dispute with you. But, while we are on the question," she changed the subject deftly, "do you think it is superstitious to believe what fortune tellers say?"

"To speak quite frankly, I should say that I have considered the matter so little that I am still, to speak colloquially, on the fence. But I have been induced to believe that there is considerable ground on both sides and, for those who do not care for the exalted position I hold, I fancy it would be quite safe to jump on either side."

"Really," simpered the Pudding, "I didn't mean to have you think that I was talking about suffrage; but, since you have brought it up, which side do you think is best socially?"

"As to that, I may say quite impersonally that the old order seems so satisfactory that I should emphatically oppose any suggestion of change. It has been customary for a gentleman to be cock of the yard and I should consider it unladylike in the extreme for one of your sex to assume the position."

"Of course, I should never want to do anything unladylike and I realize that some of the corrective positions are peculiar, but don't you think that exercise is good for girls?"

"By all means, yes," affirmed the Turkey, "when sufficiently controlled, it is improving both to the general health and to the figure."

"Oh, I beg of you, don't talk mathematics! I never could understand it; I don't see why I need to, anyway, for I think that woman's sphere is the home," and the Pudding sighed sweetly.

"Undoubtedly, but the increased efficiency of the home maker who has had the advantage of higher education is a blessing too little appreciated."

"How glad I am," said the Pudding, slightly startled, "that you reminded me of the Day which I must confess I had forgotten. We have so much to be thankful for."

"HE WALKS."

He walks, the instructor of my delight,
  A goat among the sheep.
He may be mad enough to fight,
  Yet he must hide it deep;
He may not hold tradition light,
  Nor rouse his class from sleep.

He walks, the instructor of my delight,
  A goat among the sheep.
He would not scold us if he might;
  Safe distance must he keep;
He is so circumspect and right,—
  He has his place to keep.

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(Continued from page 4)

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yet—shades of Aristotle, how she wrecked it! I am ordinarily intelligent, but when she finished I was quite in the dark, and had to ask a number of questions before I got the point. She had plunged into the middle of the affair without telling me who the girl was or what the trouble was; she dwelt long on unessentials and omitted essentials; she told the end of the tale ten minutes before she should have. It was all a jumble, and yet not an unfair sample of the average narrative, and quite suggestive of the way some people talk all the time.

It is a truism that the purpose, the raison d'etre, of expression of any kind is that it shall transfer the intended meaning to the person addressed, not obscurely or partially, but lucidly and entirely. And the study of English expression—which is our aim whether we take English 1 or English 20, is primarily to put us in command of all the powers of our language which make for expressiveness. Of what use is it to learn how to write critiques of Pater if we cannot also direct an untrained cook how to mix muffins? Explaining clearly may not be quite so glorious as writing a sonnet for the Atlantic Monthly, but is it more often useful.

Wellesley used to—perhaps does still—require Mathematics in the Freshman year, allegedly to train Freshman powers of reasoning and analyzing; yet I have often wondered whether the Smith College idea in practice a few years ago, of requiring Freshmen to take either Mathematics or Logic, is not better. Never having had Logic myself, I conceive of it as serviceable in just the direction I am discussing—the analyzing and ordering of thought. But whether it be Mathematics, Logic, or English Composition, certainly some kind of training ought to be devised for college girls to enable them to think, speak and write clearly. Constant regard for such factors as the "mot propre," the logical placing of phrases, the distribution of emphasis, paragraphing, and unity—to name only a few of the elements of clear expression—these are important. But probably the most important thing comes before any of these: the power of clear thinking. How many of us carry this power with us when we leave college? 1903.

We have recently had occasion to consider once more the relations between the Faculty and students. These relations admittedly suffer from strain on certain occasions. Now the question that we are all asking is: What produces this strain?

It is understood that 1916 is satisfied with the outcome of her encounter with the Faculty point of view. Doubtless 1916 is satisfied because she has met the Faculty point of view and looked for a little through their eyes. Some of us don't exactly understand and those more enlightened spirits accuse us of immature rebellion against supervision. We deny the charge. Our attitude is not one of blind opposition. We want to see what the Faculty sees so that we may sympathize; but we are not possessed of clairvoyant powers, we need to be shown. We would like to know not only the conclusions which the Faculty reaches after deliberations, but why and how it arrives at this conclusion. We think that we are mature and broad-minded enough to understand if the Faculty will explain; we are being educated and we consider an intelligent knowledge of what the Faculty is thinking and why it is thinking on matters relating to our non-academic life. Will The Faculty Tell Us?

E. P., 1915.

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REFERENCE LIBRARY ON VOCATIONS.

The Women's Educational and Industrial Union calls the attention of college students to its special collection on women in industry. The Union maintains a public reference library of economic and educational material principally relating to women's occupations. It is intended as an information bureau on the question of women's work, both for the Union's departments and for all interested in this subject, whether members of the Union or not. Situated on the second floor at the front of the Union building overlooking the Public Garden, it offers a pleasant rest or reading room and place for quiet study. Students, social workers, newspaper women, business women, and club women in the vicinity are especially invited to avail themselves of its services.

A number of periodicals, popular, educational, and technical are taken. There is a workable collection of general reference books and public documents. A special feature is the material on occupations open to women and courses of training offered by schools, colleges, and other institutions. Current reports of women's clubs, organizations, and school and college catalogues are kept on file and may be consulted by any one. Practically all of the material is on open shelves accessible to the public. The services of the librarian in answering questions and looking up information are freely extended to all.

It is the desire of the Union to make the library serve as wide a use as possible, and every effort will be made to give assistance.

The library is open from 9 A.M. to 5 P.M., Monday to Saturday inclusive, and during the winter on Wednesday evenings from 6 to 8 P.M.

NOTE:—The Women's Educational and Industrial Union is located at 264 Boylston Street, Boston.

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ALUMNÆ NOTES.

OF INTEREST TO ALUMNÆ.

A small circular comes from Miss Edith Wilson of Blairstown, New Jersey, asking for the patronage of Wellesley Alumnæ in a new venture. This is the selling of stationery, note size, engraved in the Wellesley blue, with the words "Wellesley College Alumnæ." Such stationery can be obtained from Miss Wilson. Two boxes of this with envelopes to match can be purchased for one dollar.

LITERARY NOTES.

Agnes Rothery of 1908 has just had published by Houghton, Mifflin & Company, a collection of the short articles which she has been writing for the past two years in the Boston Herald under the signature of Agnes Edwards.

They are said to be "suggestive talks about the little affairs of every-day life."

On November 10, Ginn & Company published "Legends and Satires from Mediæval Literature," edited by Associate Professor Martha Hale Shackford of '96. This is a collection of translations of pieces of mediæval literature not usually familiar to the general reader, who knows the Middle Ages chiefly through romances of chivalry. Designed especially for college sophomores who are studying Chaucer and his epoch, the volume will, however, prove equally interesting to those less academic readers who enjoy searching into the thoughts and sentiments and beliefs of our ancestors. Among the works represented are many not hitherto accessible in translation, notably: "The Purgatory of St. Patrick," rendered into English from a Middle English version, Froissart's "The Pleading of the Rose and of the Violet," "The Complaint of the Husbandman," "Sir Penny," selections from the lapidaries and the bestiaries, Rutebeuf's satire on the Parisian student, and examples of homily and allegory. The endeavor of the editor has been not to duplicate translations now easily obtainable, but to offer a popular introduction to the less well-known but highly significant minor literature that reveals many of the strange and ardent faiths of a bygone period. Enough bibliographical guidance is given to serve the student who wishes to continue his investigations, but the book makes no pretense at being a handbook for advanced students.

A series of stories of Child Life in Greece, Spain, Ireland, France, Germany, Scotland and other countries "from which the people came who have built our country, and whose children will unite to build the country of the future" is edited by Florence Converse of '93. This is called the Little Schoolmates series. In this the publishers, E. P. Dutton & Company of New York, have ready "In Sunny Spain" by Katharine Lee Bates, '80, "Under Greek Skies" by Julia D. Dragoumis, and "A Bay in Eirinn" by Padraic Colum. Laura Spencer Porter will write the story of France and Professor Margarethe Müller of the German Department of the College will tell the story of German children.

Each author has written the book assigned to her about the country she knows well, and the endeavor has been made to show the special characteristics of that country and the peculiar qualities of the child life of which she writes. This is a valuable little set of stories for all school children, since they combine much information with the tales they tell.

Other new publications of the autumn are "The Wolf of Gubbio" by Mrs. Lionel Marks (Josephine Preston Peabody), formerly a member of the English Literature Department of the College and "The Ride Home" by Florence Wilkinson Evans of '92. The first of these is a poetic comedy based on a legendary incident in the peasant history of St. Francis of Assisi. The leading characters are the "Blessed Francis" and the "Wolf," who act and react upon a little folk-drama of the poor of Gubbio. For all its homely tears and trials the story is wrought mirthfully and, comedy though it is, it is none the less a praise of the radiant, irresistible personality of the saint.

The poems in "The Ride Home" are said to be full of poetic life, originality and vigor. "The author has a distinct vein of poetic talent and a style entirely her own, which have already placed her among those who really matter."

There is now in press another volume which owes its life to Wellesley. This, the "Poems of Joseph Beaumont," is a collection of poems, most of them hitherto unpublished, of Dr. Joseph Beaumont, a seventeenth century divine. The manuscript was loaned by Professor Palmer to the College, where it was transcribed and equipped with notes and introduction by Eloise Robinson, a graduate of Mt. Holyoke College, 1910, who took her master's degree from Wellesley in 1912, under the direction of Professor Katharine Lee Bates.

LITERARY NOTICE.

In the "Romanic Review," April, 1913, is a paper entitled "The Sword Bridge of Chretien de Troyes and its Celtic Original," by Laura A. Hibbard, B.A., 1905, M.A., 1908, holder of the Alice Freeman Palmer Fellowship, 1910-11, and now instructor at Mount Holyoke. This brief but valuable study in the field of mediæval literature deserves high praise, for it reveals a breadth of knowledge and a scholarly acumen earned usually after many more years of hard work than Miss Hibbard has yet seen. It is pleasant to prophesy for her a very distinguished place in American scholarship, by virtue of her clear, sensitive perception and her patience in research.

MARTHA HALE SHACKFORD, '96.

NEWS NOTES.

It may not be generally known that Senator Helen Ring Robinson of Colorado, who is to be the principal speaker at the meeting of the Massachusetts Woman Suffrage Association in Jordan Hall, on the evening of November 19, is a former student of Wellesley College. Mrs. Robinson, then Helen Noyes Ring, entered Wellesley from Providence, Rhode Island, in September, '80 and remained in College one year as a special student. Through her skill as a parliamentarian, she saved from defeat the "Minimum Salary for Country Teachers" bill, of which she was herself the author, and was also active in getting another Minimum Wage bill for women passed by the General Assembly, if we may judge from the recent report in the papers.

'84—Mrs. Helen Barret Montgomery, president of the Women's Foreign Missionary Society serving all Christian churches, sailed on November 6 for the Orient with Mrs. Henry W. Peabody, the Vice-president of the same society.

'87—Mrs. Alice Vant George, secretary of the Massachusetts Anti-Suffrage Association, was the guest of honor at an anti-suffrage luncheon given in Dalton, by Mrs. Winthrop Murray Crane. Later Mrs. George addressed an anti-suffrage meeting.

'88—Sophonisba Breckenridge, who is Dean of women at the University of Chicago, will be one of three women to run as a candidate for the Chicago City Council at their next year's election. These three will run on an independent ticket as a result of the campaign by women's civic organizations to obtain representation in the city council in order to promote legislation in which women are especially interested.

Miss Breckenridge was on the committee of ladies who received Mrs. Pankhurst on her visit to Chicago.

The following Wellesley graduates received degrees in the Department of Science work from Simmons College in June, 1913: Bertha E. Church, '99, Cornelia B. Rodman, 1901, Gerna Saville, 1908, and Mary C. Wiggin, '85. Alice E. Hecker, 1908, received her master's degree at the same time.

The Wellesley Alumnæ who are this year connected with the Women's Educational and Industrial Union of Boston are Caroline J. Cook, '84, director of the Department of Law and Thrift, who has started a credit union, a poor man's bank and money lender, which is flourishing finely; Caroline E. Noble, '90, head bookkeeper of the Union; Mrs. John Prince, '91-'93, who initiated the School of Salesmanship and has been its director from the beginning, Helen R. Norton, 1905, associate director of this same well-known School of Salesmanship; Roxanna H. Vivien, '94, who holds the position of financial secretary; Mabel F. Champlin, 1903, a member of the Financial Department, and Julia S. Pease, who enters the Union for the first time this year.

'85-86—Mrs. Grace Nathan Blood of Wellesley spent the summer abroad.

'89-91—Mary B. Pratt is superintendent of the Elementary Department and the Kindergarten Department of All Saints' School, Sioux Falls, South Dakota.

'92—Agnes M. Shaw, who took her master's degree at Columbia University, last June, is superintendent of the English classes of the Young Women's Institute in New York City, a branch of the Young Women's Christian Association work for immigrant girls.

'95—Mabel T. Wellman, who is head of the new Department of Domestic Science at the University of Indiana at Bloomington, Illinois, has started her new course most successfully with an enrollment of one hundred pupils.

1900—Susan D. Huntington, director of the International Institute for Girls in Spain, visited this country last summer, after an absence of three years. Miss Huntington returned to Madrid in August. Her plans for the expansion of the work are constantly developing and during the present academic year, it is proposed to establish in the Institute, a training course for teachers in response to the demand from students who wish to prepare for the government examinations and obtain the certificate that qualifies them to teach in the secondary schools.

The committee organized in Maine, is beginning its work for the support of the school. To this committee has been added the name of Mrs. Laura E. Richards, a daughter of Mrs. Julia Ward Howe, who was one of the earliest friends of the International Institute.

The friends in Boston have been busy this fall, and on November 3, there was held a sale of Spanish articles, including brasses, pottery, laces, saddle bags and antique jewelry.

1903—Mary V. Little spent this summer, as she did that of 1912, in Europe.

1903—Mary Jenkins, who so ably acted as chairman for her class reunion festivities, remained in the north for the remainder of the summer.

1904—Inez J. Gardner, who has been with the Women's Educational and Industrial Union of Boston for the last two years as their printing agent, arranging their printing and buying it to the best advantage, is now the Boston agent for the Montague Press of Montague, Massachusetts, an excellent printing house, and a firm who approach their business from the side of beauty as well as utility.

1905—Anna Estelle Glaucy, recently connected with the Lick Observatory, Berkeley, California, has accepted a similar position at the government observatory in Argentina, South America.

1906—Emilie Calloway was one of the members of the cast of "Kiss Me Quick," which had its first representation at the Schubert Theater in Boston, on August 4. Later she played in this in New York.

1908—Marion G. Earle sailed in June for Zurich to attend the world's seventh Sunday-school convention.

1908—Geordie H. Hamlin teaches English and history at the High School at Gorham, New Hampshire.

1908—Emily N. Hathaway, who has traveled half way round the world from Alaska to Russia, during the last two years, had a position last year in the Index Department of the New York Times.

1908—Alice E. Hecker took the course at the School for Social Workers in Boston, during 1911-1912. Last year she took a post-graduate course in the same school.

1908—Henrietta Roberts has taught for two years in the Portland, Maine, High School.

1908—Gerna Saville holds the position as visitor for the Massachusetts State Board of Insanity. Massachusetts has about three hundred harmless insane patients boarding in private families all over the state. It is the duty of the visitor to place these patients, transfer them from home to home, or from home to hospital, and visit each one once in three months.

1908—Katharine H. Scott is connected with the National Young Women's Christian Association. She is office secretary for the Field Work Department of the National Board, with headquarters in New York City.

1908—Helen C. Skinner is teaching in the High School at Beverly, Massachusetts.

1908—Josephine Hardey taught German and French last year in St. Johnsbury Academy, St. Johnsbury, Vermont.

1908—Ethel C. Howe is teaching in a delightful boarding-school at Mendon, Massachusetts. This school, an outgrowth of the St. Agnes School of Albany, was started this last year on a large farm in this historic old town of Mendon.

1908—Harriet E. Worthington has had a position for the past two years in Forest Park University, St. Louis, Missouri.

1908—Jessie Patience Wilson for the past two years has been training for a nurse in a New York hospital. Her work has taken her into the East Side tenement houses, where she has met people from all the countries of Europe.

1908—Katharine Schoepperle is teaching German in the Lafayette High School, Buffalo, New York.

1913—Harriet C. Selkirk is teaching English in the High School at Albany, New York.

1913—Elizabeth H. Morris has obtained a position as grade teacher in the Vaile School of Richmond, Indiana.

1913—Isabelle C. MacCready is to teach English literature and mediæval history at Brantwood Hall, Bronxville, New York.

1913—Edna J. Leavitt is teaching in the High School at York Village, Maine.

1913—Ruth A. Woodward is teaching algebra, English, physiology and biology in the High School at Keene, New Hampshire.

1913—Helen P. South will teach English this coming year in the Friends' Central School, Philadelphia.

1913—Dorothy Truesdale has accepted the position of assistant principal in the High School of Dannemora, New York.

1913—Helen E. Whitney is instructor in mathematics at Hood College, Frederick, Maryland.

1913—Nita Wiechers is teaching Latin in Forest Park University, St. Louis, Missouri.

1913—Dorothy Ridgeway has obtained the position of English and Latin teacher in the High School at West Rutland, Vermont.

1913—Phila M. Helt is teaching at Vineyard Haven, Massachusetts.

1913—Constance Buell will teach this year at the High School at Warrensburgh, New York.

1913—Marian Corliss is teaching biology in the High School at Reading, Massachusetts.

INSTITUTE FOR GIRLS IN SPAIN.

Most interesting and enthusiastic letters have been received from two of the directors now visiting the International Institute for Girls in Spain—Miss Katherine Coman and Miss Katharine Lee Bates of Wellesley College. The enrollment at time of their writing was very much larger than last year on the corresponding date and the dormitory rooms are full to overflowing. The new normal course is well under way with a most encouraging entering class, two of whom are from Cuba and one from the Philippines. The American graduate students are particularly promising this year. Of them, Miss Moorshead, B.A., University of California, is working for her doctorate; Miss Todd, B.A., Smith College, is anticipating her master's degree and Miss Michaud and Miss Chapman, both B.A., Stanford University, and teachers of Spanish in the Los Angeles schools, are perfecting themselves in Spanish language. Miss Margaret McCarthy of Boston, who has studied for several years abroad, in Germany and Italy, specializing largely in music, is at the Institute, teaching and studying. Miss Maxey, a volunteer in the studio work, comes to the school from the Chicago Art Institute.

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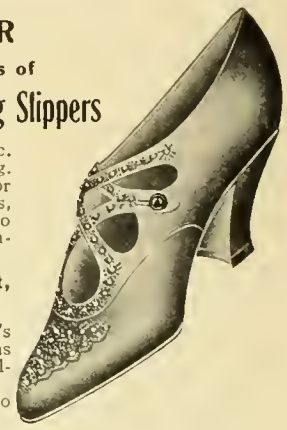

At the Wellesley Inn, on Dec. 10th, afternoon and evening. Orders will be taken for one or more pairs of Shoes, Slippers, Hosiery, Buckles and Tango Sets. Special discount to students.

Weber's Sample Shoe Outlet, 564 Washington St., Boston

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